DOCUMENT RESUME

ED 051 114 SP 004 991

TITLE	The Lesley College Core Curriculum.
INSTITUTION	Lesley Coll., Cambridge, Mass.
PUB DATE	70
NOTE	89p.; 1971 AACTE Distinguished Achievement Award entry
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*College School Cooperation, *Cooperating Teachers, Early Childhood Education, *Elementary School Teachers, *Preservice Education, Special Education, Student Teaching, *Teacher Education Curriculum

ABSTRACT

The core curriculum described is a significant departure from typical professional programs in elementary, early childhood, and special education and is based upon a collaborative-process theory. Emphasizing integration rather than differentiation, the program merges and interrelates the campus courses, field experiences, and organizing ideas which are usually separated in traditional programs. College faculty, elementary school personnel, college senior teaching fellows, and other professionals work together as instructional teams. The college and the cooperating schools are beginning to function in genuine partnership. All participants, including the students, are involved in a continuous interaction between theoretical and practical learning. Throughout their 4 years of college, students' active participation in the elementary classroom as aides, consultants, and teachers allows them to increase their understanding of children, develop teaching skills, and test new ideas, and enables them to make better and earlier career decisions. The cooperating schools also benefit because classroom teachers are introduced to new methods and materials and are invited to attend and conduct special workshops. They also have an unusual opportunity to influence the preparation of future teachers. Evaluation of the program indicates that it is viewed as unusually successful by faculty and students at the college and in the schools. (Author/MBM)

ED051114

THE LESLEY COLLEGE CORE CURRICULUM:

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

An Integrated, Interdisciplinary, Team Taught Program for Undergraduate Teacher Education which Includes Collaborative Interaction among Students, Professors and In-service Teachers

submitted to

The American Association of Colleges for Teacher Education

Distinguished Achievement Awards Program

by

Lesley College
Cambridge, Massachusetts
November 25, 1970

SP004991

TABLE OF CONTENTS

	Page
SUMMARY	1
I. INTRODUCTION	3
II. THEORETICAL OBJECTIVES OF THE PROGRAM	3
III. THE CORE CURRICULUM CONTENT, ORGANIZATION AND PERSONNEL	5
IV. COMPARATIVE COSTS	13
V. DEVELOPMENT OF THE CORE CURRICULUM	16
VI. CONTRIBUTION OF THE CORE PROGRAM TO THE IMPROVEMENT OF TEACHER EDUCATION	18
VII. EVALUATION	20
APPENDICES	By color

THE LESLEY COLLEGE CORE CURRICULUM

SUMMARY

The new Core Curriculum of Lesley College is a significant departure from typical professional programs in elementary, early childhood and special education. Core, the central feature of the professional education curriculum, is based upon a collaborative-process theory. Emphasizing integration rather than differentiation the program merges and interrelates the campus courses, field experiences and organizing ideas which are usually separated in traditional programs. Instructional arrangements require collaboration. College faculty, elementary school personnel, college senior teaching fellows and other professionals work together as instructional teams. The College and the cooperating schools are beginning to function in genuine partnership.

Self-renewal for the College and for the cooperating schools is inherent in the program. All participants, including the students, are involved in a continuous interaction between theoretical and practical learning. Throughout their four years of college, students actively participate in the elementary school classroom as aides, consultants, and teachers. This early and continued involvement allows students to increase their understanding of children, develop teaching skills and test new ideas. It also enables them to make better, and earlier, career decisions. The self-confidence and reinforcement of commitment which come only from experience are important

by-products of the program.

The cooperating schools also benefit. Classroom teachers are introduced to new methods and materials and are invited to attend (and often to conduct) special workshops. In addition, through joint planning with the College faculty, joint faculty appointments and direct association with students, in-service teachers have an unusual opportunity to influence the preparation of future teachers.

Evaluation of the program indicates that it is viewed as unusually successful by both faculty and students at the College and in the schools.

I INTRODUCTION

Lesley College is a small, single-purpose institution with approximately 650 undergraduate students. About 140 prospective teachers graduate each year. Its aim is to provide an excellent education for future elementary, early childhood and special education teachers. Preparation for teaching in the secondary schools is not included. In the past decade an average of eighty to eighty-five percent of Lesley students have entered the teaching profession upon graduation.

Following five years of study and development[1] the new program for the professional sequence in teacher education, referred to as the "Core Curriculum," was adopted by the College Faculty in May 1969. Nearly full implementation was achieved during the school year 1970-71.

II THEORETICAL OBJECTIVES OF THE CORE CURRICULUM

Lesley College is committed to a self-concept as a "laboratory for learning."[2] A part of this concept involves a high value on collaboration as a process; a process which is itself examined as part of the content of learning. The Core Curriculum is a set of specific arrangements designed to facilitate the collaborative learning process.

Briefly stated, the collaborative-process theory for

---

[1] See Appendix B

[2] See Appendix H

teacher education postulates that through the process of necessary collaboration effective education results. "Process" means human interaction in the modes of trust, risk and confrontation. When teacher educators, selected from different areas of specialization (educational psychologists, content methods specialists, school people, senior students) engage in a joint, genuinely cooperative teaching venture with students, several educationally important results are likely to follow:

a. Blind spots peculiar to specialization will be identified. For example, an educational psychologist and an instructor in methods, with slightly different points of view, can, while genuinely cooperating in team teaching, learn from each other in ways which improve the teaching of both.

b. Students, as part of the team, will provide feedback about the learning-teaching situation.

c. Teams representing the relevant content specialties will be able to eliminate both the overlaps and the gaps which inevitably occur when specialists teach the same students in separate classes. In addition, important interdisciplinary connections will be made on the spot.

d. The collaborative venture will induce a "Hawthorne effect" in both the team and in its students. Collaboration will involve high interaction and constant feedback resulting in mutual feelings of being attended to, and in enthusiasm.

e. Continuous interplay between the predictions of

theory and the facts of practice will make meaning more certainly transferable through immediate testing and verification.

Stated negatively, proponents of a collaborative-process approach to teacher education hold that the departmentalization so common in teacher preparation programs inevitably results in compartmentalization of the important program elements with consequent irrelevance and boredom for students.

The Core Curriculum then, is the nucleus of teacher education at Lesley. The program merges and interrelates content, experiences, ideas and participants often separated under traditional programs. Faculty from the College and from the elementary schools, senior teaching fellows and other professionals involved with children work together in partnership. Built into the program are opportunities for self-renewal of College faculty and of elementary school teachers. All participants, including students, are involved in a continuous process of self and program evaluation.

III THE CORE CURRICULUM CONTENT, ORGANIZATION AND PERSONNEL

The Core Curriculum is a four-year program which integrates the theoretical and practical aspects of teacher education. The content consists of on-campus course work and off-campus field experience. Two faculty members and two (College) senior teaching fellows constitute a teaching team for a group of forty to fifty students. This team, with the assistance of subject area specialists and elementary school personnel, plans, coordi-

nates and evaluates both college and elementary school aspects of the program.

The teaching fellows are senior students enrolled in the Advanced Practicum in Curriculum and Procedures.[1] They serve as section leaders, as resource people and as liaison or interpreter between the generations. They also are involved in planning, teaching and evaluation.

Table I compares the new Core Program and the old program.[2] On-campus course work encompasses the study of human growth and development, sociological foundations of education, educational psychology, introduction to early childhood education, and methodology in social studies, science, art, and physical education. Methods of teaching language arts are taught in a separate course. Methods of teaching mathematics are incorporated in the required mathematics courses which are taught in the liberal arts sequence. Human relations training is included in two of the three core experiences.

In planning and presenting course work, the teaching team identifies central issues or themes in education. The psychological, sociological and methodological aspects of these themes are then developed and explored. For example, when the team is focusing on how to aid children in acquiring problem-solving attitudes, the developmental behavior patterns related

---

[1]See Appendix A for course description.

[2]See Appendix A for a more detailed description of these elements.

TABLE I

A COMPARISON OF THE OLD AND NEW PROGRAMS

	Old Program	Semester Credit Hours	Core Curriculum[1]	Semester Credit Hours
Senior Year	Foundations of Education	2	Student Teaching & Seminar	8
	Student Teaching & Seminar	8		
Junior Year	Early Childhood Education	2	Education Core III (Educ. Psych. & Micro-teaching) or Student Teaching	6
	Educational Psych.	3		
	Student Teaching & Seminar (including Human Relations Week)	6	Methods of Teaching Lang. Arts	3
	Methods & Procedures in Language Arts	3		
	Social Studies	2		
	Science	2		
	Music	1		
	Art	1		
	Physical Ed.	1		
Sophomore Year	Human Growth & Development (including observation)	2	Education Core II (including field experience)	4
	Children's Lit.	2		
Freshman Year			Education Core I (including field experience)	4
Total no. of required credit hrs.		35		25

1. There is a human relations requirement in the Core Curriculum which may be fulfilled in any of the 4 years. Also, there are education electives which are open to juniors and seniors.

to problem solving are considered along with problem solving approaches in subject areas.

Each core group also works with subject area specialists in art, music, physical education, science and any other area which its team wants to have supplemented. Some of these specialists are Lesley faculty members with time built into their schedules for Core Curriculum consultation. Others work in the cooperating elementary schools or in agencies affiliated with the Core Program. These specialists plan presentations and workshops with the team. They also serve as resource persons to students doing field work especially in the preparation of mini-lessons (see below).

In addition, each core team has a budget for outside consultants. Such consultants may be invited to lecture, to conduct workshops or otherwise assist.

The practical portion of the Core Curriculum consists of twelve one-day-a-week field experiences during each of the first three years and a full eight weeks of student teaching in the senior year. A unique aspect of the field experience in the freshman, sophomore and junior years is the student's early and continual involvement in planning and presenting lessons for children. These enrichment lessons (called "mini-lessons") generally are self-contained units which begin and end on the same day. During the field experiences the student observes behavior of children and their learning processes. The student also assists the teacher with various duties and

works with individuals and with small groups.

In the junior year, the student engages in critical self-analysis of her own teaching through micro-teaching.[1] This procedure involves videotaping a brief lesson, its evaluation, planning for improvement and then reteaching the same lesson. This technique is used both in the cooperating schools and on the Lesley campus.

Micro-teaching sessions are designed to help each student develop her own individual style of teaching. She works on those skills which she sees as most needed, or most useful or most effective for her. For example, a student may practice dealing with wrong answers or with phrasing questions which stimulate higher order thinking.

Each student's field experience includes exposure to both suburban and urban school settings. Students may also do field work in hospital, clinic and child guidance programs. They are encouraged to apply theory in the elementary classroom and to bring their practical experience to the college classroom. This interchange is the principal bridge between theory and practice.

Critical to the success of the Core Curriculum are the elementary school teachers in whose classes Lesley students are placed. These teachers help the students identify

---

[1]Micro-teaching here is patterned after that developed at Stanford University under the direction of Dwight W. Allen and others.

strengths and weaknesses, provide them with feedback on effectiveness, and structure experiences which help them to progress at their own rates.

Cooperating school teachers and administrators are encouraged to discuss their observations with and make suggestions to college personnel not only informally but in special workshops. Reciprocally college faculty and students are frequently invited to join classroom teachers in exploring new curriculum and in planning.

Figure 1 illustrates the interaction of participants in the Core Curriculum.

An increase in teaching efficiency is one of the many advantages of the Core Curriculum. This efficiency permits students to devote less of their total academic time to professional education and more to liberal arts studies. Freshmen and sophomores spend approximately one-eighth of their time in required education courses; juniors and seniors, approximately one-quarter.

By examining Table I, which compares the old and new program ingredients, one can see how academic time for liberal arts courses has been increased. Overall, the required semester credit hours for professional education courses has been reduced from thirty-five to twenty-five.

The Core Program prepares students to be generalists in elementary education. It also offers opportunities through its electives in liberal arts and in professional education for students to specialize in early childhood education,

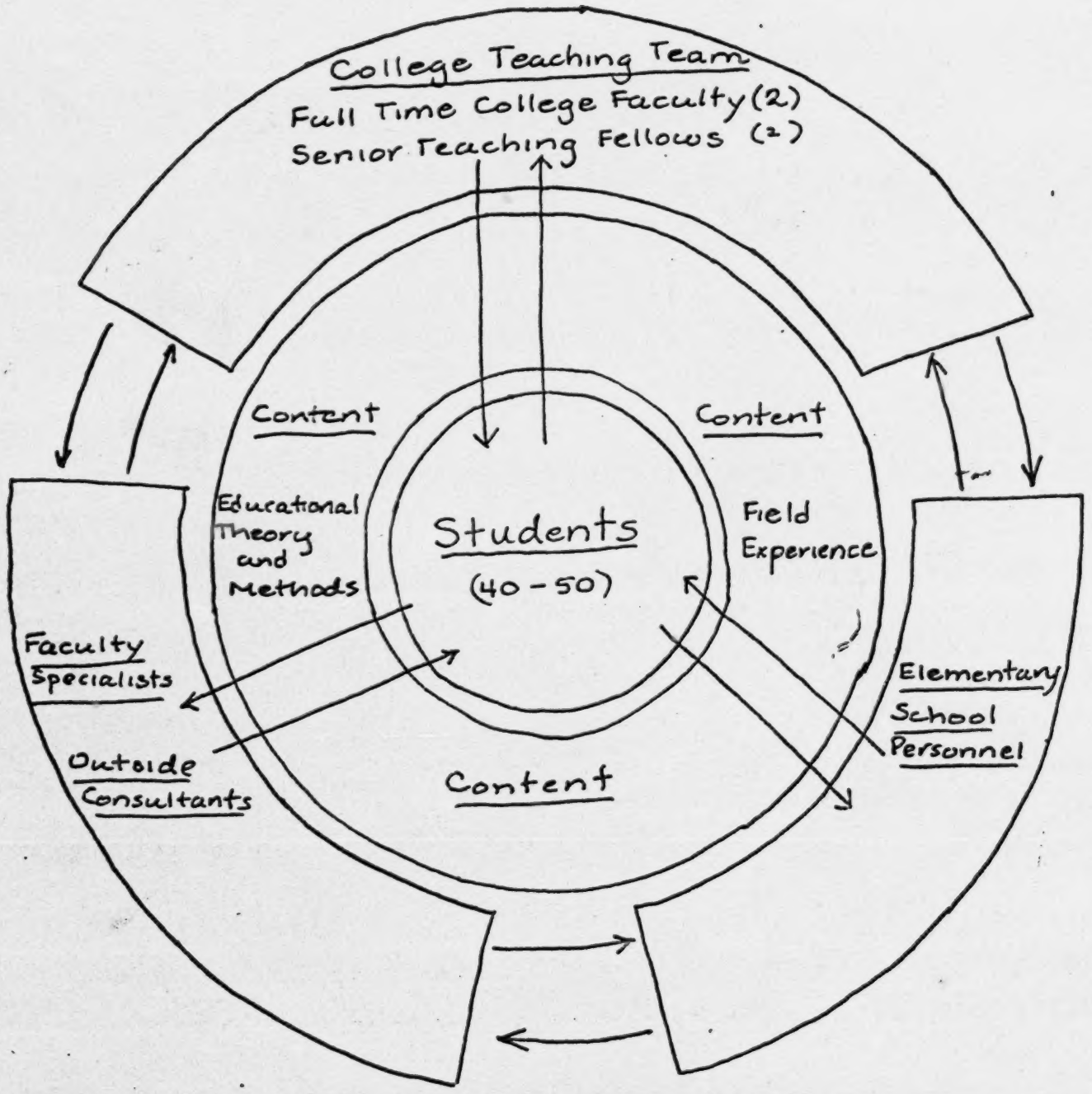


FIGURE 1

INTERACTION OF PARTICIPANTS

IN THE CORE CURRICULUM

special education, social studies, science, math, English and drama.

Two major characteristics of the Lesley environment--the collaborative process and human relations skills--are used extensively in the Core Curriculum. The teaching teams operate on a collaborative basis with all members, including the senior teaching fellows, considered as equals. Each member contributes to the program according to his competence. Elementary school personnel are involved in the development of the total program and in planning experiences for the college students who work with them. Several Core faculty members have joint appointments at the College and at an elementary school. All Core participants--students and faculty--are urged to share their perceptions and evaluations of the program.

Human relations skills also are an important aspect of teacher education. Sensitivity to others and skills in interpersonal relations are important goals, but difficult-to-achieve teaching behaviors. Prior to the Core Program, a week away from campus human relations training experience was part of the standard teacher education for junior students. The inclusion of some human relations training as part of teacher education has been a long standing commitment at Lesley.

With the introduction of Core the full week away-from-campus laboratory experience was modified to weekend training sessions during the sophomore and junior years. This experience was made a requirement for all junior Core students. At the end of the first year this aspect of the curriculum was

modified for important reasons founded in the philosophy of the new curriculum.

While it was easy to agree that sensitivity and interpersonal skill were important aspects of teacher behavior, it was more difficult to agree about requiring such training. The philosophy of the Core Program which encourages the spirit of exploration and independent growth seemed in conflict with such a requirement. In the spring of 1970 the Education faculty decided to continue with human relations education but to modify the format so that individual readiness, interest and choice might be more fully accommodated. The human relations experience can now be taken at any time during the four years of school and the student has the opportunity of meeting this requirement by selecting from a range of choices which extend from the theoretical and academic to the more standard T-group practice.[1]

Fitting human relations experience to teacher education has been experimental and modification will no doubt continue to be made. There is agreement on the goals and means to integrate them will continue to be examined.

IV COMPARATIVE COSTS

The financial cost involved for new programs is always a very significant factor to consider; the new program at Lesley is no exception. The accompanying table permits a

---

[1]See Appendix A.

TABLE II

COMPARISON OF INSTRUCTIONAL COSTS FOR CORE CURRICULUM WITH COST OF OLD PROGRAM

Factors	Old Program		Core Curriculum	
	Semester Credit Hours	Cost[2]	Semester Credit Hours	Cost[3]
Required Courses				
Foundation classes				
Human Growth & Development	2	$4,493		
Educational Psychology	3	9,376		
Philosophical & Social Foundations	2	5,835		
Children's Literature	2	5,648		
Methods & Procedures				
Early Childhood Education	2	5,284		
Language Arts	3	8,051	3	$7,414
Social Studies	2	5,234		
Science	2	5,800		
Music	1	2,725		
Art	1	2,500		
Physical Education	1	2,575		
Education Core I			4	20,790
Education Core II			4	20,660
Education Core III[4]			6	27,750
Student Teaching and Seminar (Junior year)[4]	6	33,798		
Student Teaching and Seminar (Senior year)	8	33,798	8	32,400
Human Relations		8,000		8,000
Consultation services				16,000
Busing				10,000
TOTALS	35	$133,117	25	$135,600
Cost per semester hour of credit		$357		$510

[1] The cost of staffing elective classes is not included but may become a significant increase if, through open choices, students elect a significantly greater number of Education courses under the new program.

[2] Estimated instructional costs (excluding overhead) for operating the "old" program for school year 1969-70, but standardized for 600 students total with 150 in each class resulting in 150 graduating seniors

[3] Estimated instructional costs (excluding overhead) for operating "Core" Curriculum for school year 1970-71, but standardized for 600 students with 150 in each class. Also the figures are reduced ten per cent to equalize the cost of living increase.

[4] Under the "Core" Curriculum those students electing to concentrate their preparation for teaching either in special education or early childhood education will take student teaching I rather than Core III.

comparison of the direct costs for the "new" program with those costs in the "old" program. Analysis of the comparative costs shows that the new program is clearly more expensive. When the number of students is held constant (and the living costs, one year to the next, equated) the estimated cost for operating the new program in 1970-71 will be some 70% greater than the estimated cost for operating the old program in 1969-70. The cost per semester hour of credit for the new program is $510; the cost for the old program was $351.

The increased costs are attributable to the additional time for team planning built into "faculty load," the inclusion of consultant-resource help for each team and providing busing for student field experiences.

The added expenses were financed entirely through tuition. There was no federal or other outside support. This fact is no little source of pride, in that so often innovation and self-renewal in colleges is procrastinated, with lack of federal grants given as the excuse. The fact that Lesley College has but one mission, to prepare students for teaching in the elementary schools or the pre-schools, helped to make it possible to allocate the funds necessary to support the new program.

Some funds are budgeted for each Core instructional team ($300 to $800) to spend for consultation-resource support. This budgetary arrangement allows autonomy in this area and thus promotes more flexible instruction as well as more enthusiasm and commitment among team members.

Are more funds needed? Of course. School needs are limitless. The faculty-student ratio could be further reduced; the consultation-resource budgets could be increased and more elaborate arrangements for the use of media could be made. These would all improve the program some, but the present budget is generous rather than restrictive.

Could the program be operated on a smaller budget? Very likely. The consultation-resource budget is probably higher than necessary for maintaining a very good program. The cost of busing could be eliminated in some areas. The faculty-student ratio (or faculty load) might be increased, though this would be a questionable economy.

V DEVELOPMENT OF THE CORE CURRICULUM

The impetus to develop an entirely new program of teacher education grew from a general discontent with the traditional approaches. The discontent was constructive. Students and faculty wanted--and were eager to achieve--a more stimulating curriculum which would actively and consistently involve the students and faculty in both learning and teaching.

In 1964-65, with the need for change generally acknowledged, the Education faculty began meeting as a problem-solving group. Self-study projects were begun, and experiments with team teaching and micro-teaching (video-taping short lessons for self-evaluation) were undertaken.

A primary concern of these early meetings was the clarification of assumptions on which any future program would be

based. After several working sessions, the following assumptions were accepted:

1. That the new professional program should involve significant institution-wide innovation;

2. That it should maximize the "process" variable, or, in other words, that it should emphasize the concept of continual learning for both students and faculty;

3. That it should take into account the current major criticisms of traditional teacher education. Foremost among these criticisms are the tendencies to overstress theoretical knowledge for pre-service teachers and practical experience for in-service teachers, fragmentation of the teacher education program, inadequate preparation in subject areas, and over-reliance on "talk" as an instructional tool;

4. That direct laboratory experience should be a vital component of the new program;

5. That the concept of students teaching students should be incorporated.

Subsequent steps in the development of the new program included: identification of the various influences and forces which might aid or impede a revamping of the curriculum, evaluation of the strengths and weaknesses of the old teacher education program, planning and evaluation of alternate proposals, and implementation of the proposal finally accepted in pilot and then permanent form.

In the spring of 1969, the Core Curriculum was approved

as a permanent program by the Education faculty, the entire College faculty, the President and the Board of Trustees of Lesley College. Four transitional Core courses were taught and carefully evaluated in 1969-70. These initial experiences indicated that the Core Curriculum represented a significant improvement in teacher education. They also indicated the areas where modifications were needed. In 1970-71 the Core Curriculum became the nucleus of professional teacher education at Lesley

A more detailed description of the development of the Core Curriculum is contained in Appendix B.

VI CONTRIBUTION OF THE CORE PROGRAM TO THE IMPROVEMENT OF TEACHER EDUCATION

The Core Curriculum contributes to the improvement of teacher education in several ways. One immediate benefit is the enrichment and stimulation it provides for the cooperating schools, the College faculty and the students.

For elementary school personnel, the Core Curriculum is a refreshing stimulus which introduces them to new materials and methods and actively engages them in the preparation of future teachers. The College faculty, through team teaching and the collaborative process, has the opportunity to structure and direct Lesley's teacher education program rather than simply instructing individual courses. Since students begin teaching in their freshman year, the faculty is required to keep their approach to methods relevant and up-to-date.

The Core Curriculum is a stimulus for students as well. The early field work increases their interest in teaching, in

methods, in curriculum materials and in current educational issues.

The field experience also acts as an effective screening device, because it encourages students to analyze their own goals and abilities. Those who find little reward in teaching can leave the profession in ample time to redesign their careers.

In terms of long-range benefits, the Core Curriculum gives the student what she needs most: early and continued classroom experience. This active participation helps the future teacher develop both her skills and her self-confidence. It also places her in a variety of school settings: urban, suburban, public, private, and institutional. Thus, the student who completes the Core Curriculum and senior-year student teaching enters her first teaching job with an impressive amount of experience behind her.

The bridging of theory and practice is another advantage of the Core Curriculum. Students continually have the opportunity to apply their theoretical learning to practical experiences and vice versa. In turn, this interchange encourages students, college faculty and elementary school people to be analytical about teaching methods and practice.

Ultimately the people who will most benefit from Lesley's revamping of teacher education are the future pupils of the Core Curriculum student. They will have a teacher who is self-confident and experienced, one who has had considerable

practice in self-evaluation.

VII EVALUATION

Evaluation of the Core Curriculum is primarily an instructional process. The most important aspect of the evaluation of this program is a built-in feature of the program itself and takes place at the level at which it can be most effective in bringing about change--change in teaching behavior, in instructional strategies and in curriculum materials.

Core teaching requires a great deal of faculty planning time. Each Core faculty member has two hours per week in his teaching load reserved for Core planning. Part of the planning time is devoted to evaluating class sessions, student progress and faculty-student interaction. Theoretically a faculty member teaching his own course also involves himself in this evaluation process, but the process of evaluation is much more effective when differing competencies as well as different points of view can be brought to bear.

The faculty members report that they learn a great deal from observing colleagues interact with students in teaching situations. In some instances faculty members have stimulated each other to use audio-visual media in innovative ways. In other cases faculty members who tended to rely a great deal on lecturing began to experiment with involving students directly with materials and with each other in small group inquiry sessions.

The faculty members are concerned with three evaluative

questions: Is the Core Curriculum fulfilling its objectives? Is it more effective than the traditional program? And is it seen as effective by cooperating schools? Effectiveness in cooperating schools is being assessed in workshop sessions in which Core teams meet with cooperating school personnel. Here the evaluation leads to almost immediate change in behavior and in expectations of all those who participate in the process.

A study is currently under way which compares two matched groups of senior student teachers. One group participated in an initial Core section: the other group followed the traditional sequence. The hypotheses on which this study is based and the data-gathering instruments are included in Appendix C.

Also being used to evaluate the program is an assessment instrument designed to obtain student opinions concerning the effectiveness of the Core Program in terms of its stated objectives. A copy of this opinionnaire (Assessment of Core Programs) and the data obtained from its use appears in Appendix D.

Generally, results were very positive; with twenty-three of twenty-eight students responding during the strike, marches and general upset of that spring, the mean rating on six of the nine aspects assessed was above seven on an eight-point scale, and general satisfaction was rated at 7.4 on that scale. A Hawthorne effect on this pilot program is, of course, likely, but such an effect is a deliberate part of this program, not a trivial side effect.

Further evaluation of the program was provided when the

instructional team of one section of Core I asked the students involved to respond to an opinionnaire entitled Core Evaluation. This instrument was given at the close of the semester in May 1970 and was designed to help the instructional team improve the Core Program rather than to compare it with some other program. The complete results are given in Appendix E. In general, students reported that guest speakers (serving as consultants), the field experience, exposure to many teaching methods, freedom to do independent work, close relationship with instructors, and exciting class sessions were the greatest benefits of the Core Curriculum.

One concern of the students was that the Lesley curriculum library did not have sufficient resources to meet the needs of the increased number of students who now had a need for these materials. Steps are being taken by the curriculum librarian to see that materials are available when the students need them.

Students also expressed concern that they were not having sufficient work with consultants. Since the faculty has tried to increase student motivation for studying educational methods, they see this concern as a positive one. Students are encouraged to take initiative in seeking the help they want.

Faculty members devoted meeting time in May to evaluation of the initial four sections of the Core which were conducted during the 1969-70 school year. Aside from some negative assessment of "methods" preparation, arrangements and outcomes

in art, music and physical education, the faculty evaluation of the Core followed rather closely that of the students. More detailed results are included in Appendix V.

The Core Program is relatively new. It probably enjoys the benefits of the "halo" effect. Most of the formal and informal reactions thus far are very positive (see Appendix G). Although initial results are very good and confidence is high, the real test of the Program's effectiveness will be in the teaching performance of Core graduates.

APPENDIX A

DESCRIPTION OF COURSES FROM THE COLLEGE CATALOGUE

Core I ED 101 The first education core acquaints students with children, the educative processes and the substantive content comprising the early childhood and elementary school curriculum. Through an integrative approach students (1) work with children under the guidance of professionals and (2) engage in study and discussion on the Lesley campus. Core I focuses on child growth and development, the teaching of literature, art, music, physical education, science, social studies and more generally upon the psychological and the sociological foundations. Also included is an introduction to special education, its philosophies and methodologies.
A field experience equivalent to one day per week is required. Instruction is by a team which includes faculty members, senior teaching fellows and consultants.
One semester, four credits, required of freshmen

Core II ED 202 The second education core is a continuation of the study begun in Education Core I (ED 101). Students continue to function in the two roles identified in the Education Core I description. Core II focuses on the continued identification of issues related to the roles being assumed and a deeper analysis of the substantive areas identified in Core I. A field experience equivalent to one day per week is required. Instruction is by a team including faculty members, senior teaching fellows and consultants.
One semester, four credits, required of sophomores.

Core III ED 303 The third education core is a continuation of the study begun in Cores I and II. Through an integrative approach the student is helped to relate continuing field experiences to psychological theory, and to develop a personal philosophy or set of beliefs about how children learn and how they may best be taught. The course includes the study of learning theory, the sociology of learning, measurement and evaluation. Major emphasis is given to laboratory experience in micro-teaching, where specific classroom teaching skills are developed, and where theory is applied to the practical requirements of helping children learn. Field experience equivalent to one day per week is required. Instruction is by a team which includes faculty members and senior students.

One semester, six credits, required of all juniors, except those concentrating in Special Education and Early Childhood Education.

Language Arts Curriculum and Procedures ED 304 Introduction to critical issues, content and procedures involved in teaching children to communicate through listening, speaking, dramatic expression, writing and reading. Literacy, creativity, linguistics and developmental approaches for children from pre-school to puberty are included.

One semester, three credits, required of all juniors.

Student Teaching and Seminar ED 310 The student practices the science and art of teaching for three full days and two mornings per week for eight weeks, in a public school classroom under an experienced professional teacher, with frequent observations by a Lesley supervisor. The student meets with her supervisor weekly for a two hour seminar to examine the problems growing out of the daily student teaching experiences and to relate these to more general educational theory and practice.
One semester, six credits, required for those concentrating in Special Education and Early Childhood Education.

Advanced Practicum in Curriculum and Procedures ED 439
Each Senior enrolled in this course will serve as a member of a planning team consisting of two education faculty members and two senior teaching fellows. The Senior will (1) share responsibility for planning curriculum and field experience for underclassmen, and (2) serve as seminar leader and consultant, working closely with ten underclasswomen. Especially recommended as preparation for team teaching and/or leadership positions in education.
Offered each 8-week block during first semester. Enrollment limited to two seniors for each section of Core. Permission in writing from instructional team is essential. 4 credits

Student Teaching and Seminar ED 429 The student continues her growth in the science and art of teaching. Four and one-half days per week for eight weeks she teaches in a public

school classroom under an experienced professional teacher, with frequent observations by a Lesley supervisor. The student meets weekly with her supervisor for a two hour seminar to examine problems growing out of the daily student teaching experiences and to relate these to the more general educational theory and practice. As a part of this program, an effort is made to have each senior observe elementary school rooms during the opening days in September.

One semester, eight credits, required

Human Relations Requirement

Junior students select one of the following options:

1. Skill training weekend: A concentrated period of time devoted to improvement of skills in such areas as communications, the helping relationship, observation, empathic identification and conflict resolution.

2. T-Group weekend: Experience with personal, interpersonal and group behavior.

3. Elective Courses:

Theoretical approaches to group understanding and current research in the area of leadership in small groups -

Leadership in Planned Change, or

The Dynamics of Classroom Groups

4. On campus T-Group: Participation in T-group experience over an 8-week period, one night per week sessions.

5. Human Relations Council: A number of weekend human relations experiences are available through the Council.

They range from general T-group experience to more specific foci, such as personal growth, advanced human interaction. Weekend experience sponsored by other institutions are also acceptable.

6. With approval students can meet the Human Relations requirement by participating in programs sponsored by area colleges or acceptable private groups.

Electives

In the Core Curriculum students are encouraged to specialize in methods of teaching in any of the subject fields. They do this through the elective course offerings in the education department.

APPENDIX B

CHANGE IN TEACHER EDUCATION: A CASE STUDY AT LESLEY COLLEGE

Lesley College has recently adopted a new program of pre-service teacher education. It is a highly innovative program with many interesting components, but of equal importance to the program itself is the process by which this change in teacher education took place.

About five years ago morale was low at Lesley College. Students were complaining that they dabbled in a multitude of courses and had very little opportunity for in-depth study. They were taking nine or ten courses a semester, met many of their instructors for only one or two hours per week. The education courses were not challenging and seemed completely irrelevant - at least until their junior year student teaching experience.

The education faculty members were working hard to make changes in their courses so that they would be more stimulating and more relevant. They tried several approaches. They combined courses, rearranged credit requirements, attempted to eliminate overlapping in courses. But with the faculty, too, morale was low. It became apparent that all these efforts were merly having a patched-up effect and that the remedy did not lie in their putting patches on patches. What was needed was a complete re-design of the curriculum.

At about this same time many faculty members were being stimulated at professional meetings. The faculty adopted the procedure of reporting to the total group significant meetings

which each member attended. Whenever there was a particularly interesting person or program, the education department invited that person to the Lesley College campus to speak to various groups and to serve in a consulting capacity.

Fred Wilhelms, then of San Francisco State University, Herbert LaGrone from the NCATE Team Office, Ronald Lippitt, University of Michigan, and Leland Bradford of the NTL/Institute among others, visited the Lesley College campus and shared their work in teacher education with faculty, students, administration, and usually with cooperating school people. The faculty also arranged for self study groups which focused on analyses of teaching, preparation of behavioral objectives and the process of micro-teaching.

The first step in the development of the new program was recognizing the need for change. The second step involved the establishment of group problem solving faculty meetings. The total education faculty was involved in these meetings on a regular basis.

The Dean of Teacher Education acknowledged the need for curriculum revision. He encouraged the working together of faculty, students and elementary school personnel and helped faculty members develop more effective group membership and leadership skills. He supported the group in its self-study projects. Several pilot projects were organized which included experimenting with various approaches to innovation. Two pilot studies involved teaming for courses which combined educational psychology, social studies methods, science methods

and student teaching and micro-teaching workshops which involved college faculty and teachers in cooperating schools. Another was a team approach involving philosophical and social foundations and student teaching. Human relations training for students which were full-time week-long on-campus and off-campus events was pilot tested and eventually adopted.

After an intensive period of study, in the spring of 1968 the education faculty decided to devote their effoyts in the 1968-69 school year to the development of a new proposal for a professional education program at Lesley College.

Rationale and Assumptions

To maximize opportunities for sharing ideas the faculty divided into several sub-groups. A primary concern was a clarification of the rationale and the assumptions on which to base the new program. Each sub-group, after many work sessions, presented its ideas to the total education faculty. Through this interchange some common areas of agreement emerged.

First, it was agreed that the proposal adopted for the "professional" components in teacher education at Lesley Colege should involve significant institution-wide innovation. Second, those concerned believed that it should maximize the "process" variable. That is, it should incorporate a learning to learn approach. It was held that throughout their personal and professional lives those involved in the program - students and faculty - should be continually learning. For this reason it was agreed that the program of professional preparation should include experiences which contain a high element of student

choice and many opportunities for students to assume responsibilities. As part of this process it was thought that students should receive continual feedback on their actions. There was agreement that the process approach also involves working towards increased interpersonal sensitivity and one's willingness to confront problems openly.

The third agreement was that the new program should take into account current major criticisms of teacher education. These were identified as: teacher education is too segmented and too fragmented; pre-service teacher education is too "theoretical," while in-service teacher education is too practical and not grounded in theory; teachers are too poorly grounded in content; too much time is spent in "education" courses; and teacher education relies almost solely upon "talk" as the instructional tool rather than incorporating new instructional media or other innovative instructional devices.

Those working on this proposal further agreed that direct laboratory experience should be a vital component throughout the entire four year sequence. The prospective teachers need many opportunities to observe, to analyze and to gain practice in the teaching role. These experiences need to be provided under guidance and need to be extended over a long period of time.

The fifth agreement was that the concept of students helping students is as applicable at the college level as it is on the elementary school level.

The group felt that built into the program should be the anthropological analysis related to differences between generations and the notion of the prefigurative culture described by Margaret Mead in her book "Culture and Commitment." What also seemed to be needed was the older generation and the younger generation working together to accomplish some important common goal, each learning from and being influenced by the other. Teaching and learning for the generation of professionals graduating in 1970 will be quite different from what it was for those who graduated five, ten or fifteen years earlier. "Past experience" in the words of Margaret Mead, should be "instrumental" rather than coercive.

A subsequent step involved the identification of forces which would aid or impede a major revamping of the education curriculum. These were labeled as "helping" and "restraining" forces. The faculty devoted one of its meetings to this process. The helping and restraining forces identified at Lesley College are listed below.

Helping Forces

1. There is a general healthy climate for change at the College.
2. There is opportunity for continual growth.
3. The staff represents competence of unusual calibre.
4. If we succeed we think Lesley will be making a unique contribution to teacher education.
5. There is now much national interest in finding better programs for teacher education.

Restraining Forces

1. Fear of evaluation of faculty. The lack of trust, the hiring policy, ambiguity and uncertainty, institutional and informal rewards.
2. Unwillingness to risk failure.
3. Unwillingness of individuals to take responsibility.
4. Vested interests of faculty members, not willing to consider other's vested interests or hear other people's points of view.
5. Tendency toward conformity - everybody does it if one person does it.
6. Lack of clear goals for change.
7. Change in our program will produce unforeseen and undesirable change on other aspects of Lesley.
8. There is first a need to dream - then take action.
9. First there should be more help in meeting professional needs. We should listen to each other more to identify needs and provide help. We should learn to share credit with persons.
10. There is some personal disillusionment with college.
11. We do not want an abdication of personal responsibility due to feeling of groupness.
12. There is some unwillingness to state andagree upon basic concepts and skills.
13. There are financial limitations.
14. Lesley curriculum does not provide for all its students. It is a single purpose institution.
15. Lack of time for real faculty discussion, supervision, providing unique experience.

Following the identification of helping and restraining forces the faculty (together with its student representatives) thoughtfully evaluated the old program, its strengths as well as its weaknesses. The group then devoted many work sessions to planning alternative proposals and obtaining reactions and recommendations from the total college community.

Formulation of Common Objectives

The work of actually planning alternative proposals and trying to choose among them led to a second review of criteria. This time there was a more internalized agreement upon several specific objectives which should be met by the final proposal. Although the agreements were stated as objectives they really functioned as selection criteria. These objectives were stated as follows:

1. To build into the teacher education program the excitement of continuous personal and professional growth. This involves insuring an adequate liberal arts background, reducing fragmentation and overlap in methods courses, integrating the study of methods with field experience and utilizing new media and instructional strategies as a way of helping students develop self-confidence, individuality and teaching competence.
2. To provide for a continuous interchange of ideas between the college and the cooperating elementary schools.
3. To incorporate human relations training in the professional education sequence. The aim of this aspect of the program is to increase self-understanding, to help the future

teacher become more sensitive to needs and perspectives of those with whom she works and to become more aware of the dynamics in human groups.

4. To bridge the gap between teaching and learning as viewed, on the one hand by the faculty, and on the other hand as viewed by the college student and the pupils in the elementary school classroom.
5. To provide for team teaching as an avenue for in-service growth of college faculty and as a way of insuring relevant educational experiences for the students. One function of the team approach is to provide for integration of methods courses and to encourage joint planning and joint evaluation.

The program which was selected to meet these objectives included collaboration of college faculty and school personnel, involvement of senior teaching fellows, integrating theory and practice in the professional education sequence, use of mini-teaching and micro-teaching concepts to involve students in self-analytical processes and inclusion of human relations skill training in the pre-service preparation of teachers.

In the spring of 1969, the core program, as it was called, was approved by the Education Faculty, the total College faculty, the President and the Board of Trustees. As partial implementation, for field testing, three education cores were enrolled and taught in 1969-70. This experience indicated that the core program did represent significant improvement in teacher education. Careful faculty and student evaluation led to some minor adjustments in the program.

In 1970-71, all students taking educational methods courses

are involved in the Core Curriculum. Faculty members appear to be committed to the program and are learning a great deal from working in it. Students now report excitement with the "educational methods courses," as taught in the Core, and children in the elementary schools (and in special institutions) seem to be benefiting from the enriched experiences being provided by the participants in the Lesley College Core Curriculum. The periennial student complaints about the education methods courses have been replaced, at last, by almost universal enthusiasm.

APPENDIX C

A COMPARATIVE STUDY OF ONE GROUP OF CORE AND NON-CORE SENIORS IN STUDENT TEACHING

We hypothesize that, in relation to the control group, the experimental (Core) group will be MORE

...self confident in the teaching role

...individual in teaching style

...frequently viewed by themselves and their cooperating teachers as independent and responsible teachers in the classroom

...aware of their personal strengths and weaknesses

...frequent users of the Lesley Curriculum Library

...frequent seekers and users of feedback from cooperating teachers, administrators, supervisors

...frequent solicitors and users of children's criticisms and suggestions

...skillful in

- opening a lesson
- closing a lesson
- using a variety of levels of questioning including higher order questioning
- verbally setting behavior standards with children
- dealing with wrong answers in ways that enable children to learn for themselves
- setting a work environment for the children and then acting as resource person

APPENDIX D

COMPARATIVE EVALUATION OF CORE

In an attempt to assess student reaction to the core sequence an opinionnaire was devised which stated salient objectives of the Core program and invited responses based, in most instances, upon a comparison of the new core program with the old program. Student oral comments and other behavioral indications had been highly supportive of the new program, but it was desirable also to gather responses more systematically.

In May 1970 the opinionnaire, Assessment of Core Programs, was given to the group of students who had been enrolled in a combination Core I and II during the fall semester and Core III during the spring semester of school year 1969-70.

The data-gathering coincided with Cambodia, Kent State, and campus strikes. It was possible to get only 23 of the possible 28 students to respond to the opinionnaires. But that 23 students under these turbulent circumstances did respond seems to be additional evidence of their high regard for the program.

Overall the results show an unusually positive support for the Core program. For 6 of the 9 aspects assessed mean student responses were above 7 on an 8 point satisfaction scale. The overall effectiveness of the program was given a mean rating of 7.4 on an 8 point satisfaction scale. Student comments accompanying the ratings were, in almost all instances,

consistent with the high ratings given and they were discriminating. This degree of satisfaction is unusual for "education methods" classes.

Relative dissatisfaction was registered for the human relations weekend.

It is clear that the Hawthorne effect may account for part or all of the positive reactions in this assessment, but if this is so, it represents one more gain. One of the expressed purposes of the new program is to harness the Hawthorne effect and make it function for better education.

More detailed results follow:

1. Effectiveness of relating theory and practice through the one-day-per week field experience was given a mean rating of 7.6 on an 8 point satisfaction scale. The comments made by students were consistent with the ratings and were discriminating.
2. Effectiveness of combining courses to permit flexibility, individualizing and relevance was rated with a mean of 7.4 on an 8 point satisfaction scale. Again, the comments were consistent with the ratings and discriminating.
3. Effectiveness of combining courses to promote integration of learnings and reduce fragmentation was rated at a mean of 7.2 on the 8 point scale. The comments reflected the ratings given.
4. Effectiveness of early field experience in expediting

student career choices was given a mean rating of 7.7 on the 8 point scale. The comments were consistent with the ratings.

5. Effectiveness of team instruction compared to instruction by one faculty member was given a mean rating of 7.4 on the 8 point scale. The comment "This depends on the quality of the team teachers!" reflected a firm grip on reality.

6. Effectiveness of including seniors as teaching fellows for reducing the "generation gap" and improving communication was given a mean rating of 6.9 on an 8 point scale. Comments did not reflect the high rating given to this item. The comments were primarily negative but were very useful in planning for the Core instruction for the following year.

7. Effectiveness of the micro-teaching aspect was given a mean rating of 6.7 on the 8 point scale. Comments were consistent with the rating given but reflected student concern with having to rely on only one teaching experience (senior year). Some respondents recommended that micro-teaching be moved to Core II and that field experience be extended to two days per week.

8. Effectiveness of the core program, overall, as compared to the old program was given a mean rating of 7.4 on the 8 point scale. The comments were consistent. One respondent said, "I hope Core will not become stale but will retain its alive concern for its students. If it does, I'm sure it will become most successful."

9. Effectivaness of the human relations weekend retreat was given a mean rating of 3.4 on the 8 point scale. While the mean

rating was low the individual ratings ranged over the full scale. The comments were consistent with the ratings.[1] The detailed results follow.

---

1. There were, however, extenuating circumstances. The issue of human relations as a requirement and the necessity to "give up a weekend" from free time along with in-house staff problems contributed to the lack of satisfactory success. Other human relations retreats, week-long or weekend, have been rated as highly successful.

LESLEY COLLEGE

Education Office

Assessment of Core Programs

May 1970

Please assist us to evaluate the effectiveness of the core programs thus far by responding to this opinionnaire. In changing from the old program of separate and usually compartmentalized "methods" classes to a more global, more integrated "core" approach we believed that certain objectives and purposes for teacher education would be more fully met. Help us to assess the extent to which you believe that these purposes have been met.

_____ _____

Your name Core

--*RESULTS ARE IN ITALICS*

1. We hoped that students spending one day per week in school classrooms while they were also studying methods and theory in education classes would make such methods-theory classes more interesting and more worthwhile. To what extent do you think your core has been more interesting and more worthwhile than other education classes that you have taken or that you have heard about <u>because of the one day per week you have spent in school classrooms</u>? (Try to separate out the personalities of your core instructors etc. from the field experience in giving your answer.)

(13) (3) (6) (1)

(high) 4 3 2 1 (low) 1 2 3 4(high)

Core more interesting and worthwhile.

Regular education classes more interesting and worthwhile.

<u>Comment if you have one</u>:

Good opportunity to put new classroom skills to immediate use during the one-day per week teaching experience. (number of comments,5)

I realized from learning methods and theories in class I was able to see things when working with children. I could apply my knowledge to the children.

Two days or two half days would be more beneficial. More time needed (number of comments, 2)

By being a part of the classroom structure, theories of learning and teaching become most relevant.

I believe I have learned and improved myself far more from my field experience than I ever could have from several method courses.

Placement is still a problem. Teachers should know, in advance, what we're coming for.

I feel I may have missed some important ideas in methods - for example, current books and projects.

2. We hoped that combining the many separate methods classes into a few core classes would permit greater flexibility for "hooking into" relevant student interests and concerns than is usually done in regular education classes. To what extent do you think this has been so this year?

(10) (2) (9)

4	3	2	1	1	2	3	4
Core has been better in this respect.				Regular education classes have been better.			

Comment if you have one:
Methods courses are an absolute waste of time.
I was able to divide my time in proportion to my individual needs and weaknesses. By being able to work on my weaknesses and perhaps spend less time in other areas where I felt I had strengths, I was able to overcome many weaknesses.
The "hooking into" element of Core has been relevant and needed as well as extremely beneficial.
I feel that Core allowed a student to "do her thing" while at the same time it exposed her to all the subjects covered by the methods courses.
It allowed students more freedom to develop in the areas they were more concerned with.
More specilization in certain subjects would have been helpful (e.g. science).
Good bibliographies - sharing sessions good too.

3. We also hoped that combining the many separate methods classes into a few core classes would result in a more integrated, less fragmented and therefore more "meaningful" understanding of the teaching-learning process than is usually so in regular education classes. To what extent do you think this has been so this year?

(12) (3) (3)(2) (2)

4	3	2	1	1	2	3	4
Core classes more integrated and meaningful.				Regular methods classes more integrated and meaningful.			

Comment if you have one:
By actually teaching and using the methods, I was able to see which methods were best suited for me and how to actually teach using them.
A great deal of the understanding of the teaching-learning process was accomplished through the well thought out organization and presentation of this material, and opportunity given to explore it.
Core eliminated boring overlapping of material and allowed for presentation of teaching and learning theories applicable to all subjects.
No doubt.
For first semester I felt classes were fragmented. There

didn't seem to be any continuity or organization in the material presented. We kind of skipped around a lot. Second semester was a different set up all together. Course material was well planned and pertinent to our experiences. The only thing I could not accept was the Wednesday afternoon microteaching.

4. We hoped that sending students into school classrooms early in their four-year Lesley program would help them to know if teaching is "for them" and thus help them to make better career judgments. To what extent do you think the core programs accomplish this purpose?

"can't answer" = 2

(15)(2) (3)

4 3 2 1 1 2 3 4

Comment if you have one:

For myself I gained a great deal of self-confidence after teaching first semester. So by second semester I felt I was better equipped than some peers who were going into classrooms for the first time.
By being in the true situation it brings the person into reality and not the storybook version.
It is good because the student experiences a greater variety of school systems.
The earlier out in the classroom the better.

5. We hoped that assigning core instruction to a team (rather than to an individual instructor) would result in more interesting, more relevant instruction and that there would be less needless repetition and fewer gaps in the content to be covered. To what extent do you think the core was more effective than the regular program because of team teaching?

(11) (1)(8) (2) (1)

4 3 2 1 1 2 3 4

Core programs more effective.

Regular education classes more effective.

Comment if you have one:

The teaming of instructors first semester seemed better because both teachers appeared to have the same education goals and standards.
Help was more readily available.
I liked team teaching since we were given the opportunity to benefit from the teaching techniques of more than one teacher.
I have never had any problems with the team teaching. I do know that some aren't happy with the groupings.
This depends on the quality of the team teachers!
The content of Core was excellent and we benefited from each instructor's strengths in subject areas. The gaps that did occur, were from the difference in instructors' evaluation methods of student performance.

It is also effective in that it brings out a variety of attitudes and opinions rather than one basic one.
More ideas and areas were introduced, along with differing opinions. We were exposed to the latest developments and put in a position where we had to think and decide for ourselves what we wanted to accept and what we didn't want to accept.
Most contact is with one individual advisor - results almost in the same program as regular education classes.
I think there must be dedicated professors - give a lot of their time.

6. **We hoped that including seniors as teaching fellows as a part of the instructional team for thecore would reduce the "generation gap", help college instructors and students to communicate more effectively and help to insure greater relevance for the instruction. To what extent do you believe that this has been so this year?**

(6)(2) (4) (5) (4) (1) (1)

4	3	2	1		1	2	3	4	
Having seniors as teaching fellows more effective.									**Regular education classes more effective.**

Comment if you have one:
However, hopefully the teaching fellows were of use to the professors, for I found them useless to me in this second semester of Core.
I do not believe it was at all effective first semester. First semester they seemed to feel superior but second semester they closed the "generation gap".
It depends on the teaching fellows. If the teaching fellows are sincere and conscientious, it can be very valuable.
I don't think there's a "generation gap".
Teaching fellows should not be put in a position of grading or evaluating students' work without express consent of the students involved.
In terms of organization and efficiency I believe they were helpful.
They have been a great help to the students and teachers and the experience has also been a great one for them.
If I want to communicate with a professor I don't need a mediator. First semester I considerd the teaching fellows to be brilliant and most helpful in both their criticisms and suggestions. For some reason Core lost spirit and unity for me this semester. I worked hard - but on my own. I had no love for any part of the course.
In a few cases they were helpful, but on the whole, I'm sure I would have managed just as well without them.
There was fault on both my part and the teaching fellows for not communicating with each other on a more regular basis.

7. We hope that Core III with micro-teaching will help students to enter senior student teaching with more self-confidence, more individuality, more teaching competence and less dependence upon the cooperating teacher in the school classroom than would be so under our "old" combination of Educational Psychology and junior student teaching. To what extent do you think that this has been so this year?

"can't answer" = 2

(7) (1) (6) (3) (2) (1) (1)

4	3	2	1	1	2	3	4
Core III more effective.				Regular program more effective.			

Comment if you have one:

After having been in a classroom one day a week for both semesters I cannot see how we could enter senior student teaching with anything but the above qualities.
The only problem I had with micro-teaching was being unable to be filmed enough.
I could see this accomplished to a great extent when comparing my first and second teaching experience this year. I was much more independent during my second experience.
Micro-teaching is great! However it should be given in Core II not Core III. Having taught in the classroom in Core II, it seemed a little late for this. It would have been a lot more helpful in Core II and Core III having two or three consecutive days in schools. (number of comments,2)
I don't think I benefited from this as much as I could have (partially because of the professor).
Is there any way to make micro-teaching an eight week course and keep junior student teaching eight weeks?
Our section was unorganized. We had no definite goals. There was confusion and lack of interest. I personally felt it was an artificial set up and could not see any relevance in it for me.
Excellent, excellent, excellent experience.
You are all by yourself in front of that camera and your own manner and method is much more understandable when you can see yourself as "teacher".
Teaching one day a week is not the same experience as being in a classroom every day. I preferred being in the classroom only one day, and I'm glad I didn't have to take methods courses.
I feel confident about teaching next year, but I'm sure eight weeks of teaching this year would have been much more satisfying to me.
It is definitely helpful in developing confidence on a gradual basis.
I have more self-confidence, more individuality, but I don't know about "more teaching competence" as compared to eight weeks of junior teaching.

8. Overall, we hope that the core program is superior to our "old" teacher education program. To what extent do you think this has been so this year? (Again you may have to judge on the basis of what you have heard or read rather than what you have personally experienced.)

(10) (3) (8) (2)

4	3	2	]	]	2	3	4
Core program superior.					Regular program superior.		

Comment if you have one:
Yes.
I wish we had been out more than once a week.
It was interesting and challenging and individual. Each student could do her own thing and be independent and experiment.
Anything's better than methods courses.
I hope Core will not become stale but will retain its alive concerns for its students. If it does, I'm sure it will be most successful.

9. We included a weekend human relations sensitivity laboratory experience as a part of Core II and Core III because we hoped that as a result you, as prospective teachers, and your core instructors would be helped to communicate (work) with each other more effectively and that increased understanding of your own human interactions would assist you in becoming more able to really help (work with, relate to, "teach") school boys and girls. To what extent to you think that the core human relations weekend has been successful in reaching these hopes?

(1) (1) (2) (1)(3) (4) (4) (1) (1) (1)(4)

8	7	6	5	4	3	2	1
Very successful					Very unsuccessful		

Comment if you have one:
I think it was a good experience but I'm not sure of the effect it had on me.
The goals are good but unrealistic.
When people really don't want a weekend and it is forced on them they don't gain anything.
I don't think it is necessary with respect to human interaction in education.
It was an experience! I could have survivedwithout it!
If anything, it made me more insensitive.
I really doubt it! Oh come now - in one or two weekends?!
I don't think the weekend dealt with these goals at all.
For me it was a good weekend. It wasn't an intense weekend and I don't think it was half as successful as it could have been. The kids really have to give it a try for human relations to be successful.
Personally, I did not find my weekend that valuable to my teaching.
Ours didn't pertain to teaching. However, I do believe everyone should go on a "weekend" as it is an experience.
I found the experience quite ineffective.
Perhaps there is a less contrived way to understand human interaction.

10. What are your suggestions for improvements in the program of teacher education at Lesley College? (also, do you have any suggestions concerning this opinionnaire?)

Try to go out more than once a week.
Check closer into the situation in which the student will be placed. (ex. - many classes had a permanent student teacher. Some students object to this.)
Put micro-teaching in sophomore or early junior year. The eight weeks of student teaching for juniors is needed as a way of putting together the "little teaching skills".
Expose the students to many varied opinions, theories and methods; these can be older ideas alongwith today's modern approaches. Give them more field work and school experience.
Help find qualified instructors who are dedicated and can really motivate the students to work for themselves.
Definitely more concentration on liberal arts. Definitely more concentration on early field experience.
The once-a-week teaching experience for freshmen and sophomores is excellent. I think it might be better if juniors could get to teach a little more.
Combine all methods courses into one course as Core is now, but teach Core for eight weeks and then let students teach for eight weeks--every day.
Opinionnaire most intlligently written. Keep the personal concern for each student that Core has shown its students!
I think the opinionnaire was a good one except for the space left for names. Many of the kids in Core I and II were threatened by the fact that they had to put their names on these.
The one day a week teaching experience should definitely be extended to more days a week.
Should have gone more deeply into psychology of prominent men, discussion.
If Core is to continue, the teaching experience junior year should be extended to at least two days per week.
I think that Core is an excellent program. It is practical since the student is given the chance to practice what she is learning.
I enjoyed it as it stands.
No suggestions yet--the Core program has good potential. I would like to see it carried out to its fullest extent, in the first three years of Lesley.
No, I think this opinionnaire is well stated--results could be valid.
More sharing of ideas and experiences. Individual evaluations at end of semester. Non-graded or pass-fail course. More feedback from Core faculty and student representatives from their meetings. More student representation in Core planning meetings. Continue lectures and consultants coming to the college.

APPENDIX E

EVALUATION FOR THE IMPROVEMENT OF CORE

At the close of the semester in May 1970 a group of Core I freshmen were asked by their instructional team to respond to an opinionnaire, "Core Evaluation," designed to help the team to improve Core I next time it was offered and to serve as a guide for planning and organizing Core II to be offered in the fall. The opinionnaire provided for student reactions in the two major aspects of the program: those on campus and those off campus. Wihin these two categories students were asked to indicate what was most profitable, least profitable, what procedures should be modified, what topics should be modified, what had been omitted which should have been included and what suggestions could be given for improvement.

In general those aspects seen as most profitable were the use of guest speakers as consultant-resource persons and the one-day-per-week classroom experience with children. The detailed results follow.

Core Evaluation

1. ON CAMPUS

For you, what 2 aspects of core have been most profitable? Why?

Category	Frequency	Comment
Speakers	23	excellent good way to reinforce material given in class and read in textbook very profitable

Category	Frequency	Comment
Consultants	17	ideas of what to teach actual methods of teaching and handling a class became aware of unknown consultants
Films and Film Strips	4	
Small groups: discussion	2	having group teachers - a variety of ideas and people's personalities to relate to - much broader - gets of 1 to 1 leading to conflicts personal and different views can be aired
Class sessions	5	sometimes not worthwhile discussion insignificant and slow moving classroom time left me bewildered mimeographed sheets save time and avoid misinterpretation sharing of experience discussion of young children along with human growth and development most profitable
Reaction papers	2	helped me better reason my goals or motives
No response	2	
Trips	1	
Mini-lesson	1	having to prepare certain lessons for each class - trying to be creative

2. ON CAMPUS

For you, what 2 aspects of core have been least profitable? Why?

Category	Frequency	Comment
Class sessions	17	lengthy relevance of individual experiences confusing generalizations not much unity more teaching methods and ideas discussions tedious and dull instructors speaking down to students discussion of individual experiences not so profitable
Readings	9	rather dull anddry at times no relevance not followed up in class too much
No response	5	
Reaction Papers	3	busy work; boring
Consultant; Methods	3	methods - common sense have offered little as too far apart and disorganized group too large for methods
Mini-lessons	1	scheduling; appropriateness

3. ON CAMPUS

For you, what procedure might be modified? How?

Class Sessions	10	lengthy discussions sessions too long lectures more specific and deal with older children

Category	Frequency	Comment
		stumbling blocks in class discussed; classroom problems
		independent studies on certain areas of teaching
		smaller groups with advisors more valuable
Structure	6	more follow through; not so much so fast; less structure and more talk of classroom experiences; more class time with consultants and guest speakers; better use of the four teachers
Consultants	6	more time and planned more in advance
Busy Work	5	weekly dialogues, reaction papers and resource cards
No response	4	
Readings	2	Too much time spent on outside readings and not discussed in class
None	1	
Mini-lessons	1	units to replace

4. ON CAMPUS

For you, what focus or topic might be modified? How?

No response	12	None
Classroom sessions	5	smaller classes felt many of the two hour classes filled with unnecessary doings

Category	Frequency	Comment
		less focus on "thinking" lectures seems we are trying to cover too much less classroom learning - more independent study and field experiences
Teaching methods	4	longer and more specific concentration; how to teach
Curriculum planning	3	less time spent on social studies no workshop required if you are proficient in a specialty
Child Development	3	more; more time spent on human growth and development
Consultants	2	advisors should come earlier than two days before day we plan the lesson; science advisor come two weeks ahead of lesson
Discipline	2	cover cheating, fights, cliques and reactions to persons disliked; techniques of discipline and maintaining control and respect
Age levels	2	emphasis on higher grades; ideas and lessons for different age groups
Teaching experiences	1	more
None	1	
Miscellaneous	1	faulty American system - not making children think but to accomplish

1. OFF CAMPUS

For you, what 2 aspects of core have been most profitable? Why?

Category	Frequency	Comment
Teaching experience	34	actual contact with children at this early stage of training
		Being in the classroom and getting what you can't get out of books
		Relating to and interacting with children - giving a better understanding of children and how to work with them
		Being able to get teaching experience in many different subjects
		Teaching a variety of classes (slow to accelerated) and different age groups
		Being able to help children learn and observe improvement
		Gain of much knowledge and experience from enthusiastic, creative cooperating teacher which made teaching exciting
		observation of cooperating teacher valuable - methods
		Learning to organize lessons
		Value of planning from week to week
		Freedom to work with kids
		Opportunity to observe different systems
		Exposure to many personalities and styles of teaching
		first hand experience
		Chance to have success and fiascoes
		Helped me make up my mind about age level I would like to teach
		Gained confidence and found out what I am being trained for
		Know where I can go and what I need to learn
		Talking informally with my cooperating teacher and supervisor

Category	Frequency	Comment
		Lack of pressure in supervision Value of mini plus whole class Small group teaching has given me the "feel" of teaching gradually - feel at ease already Makes my weekly school, I enjoy it so much Has made me become familiar with our curriculum library
No response	2	

2. OFF CAMPUS

For you, what 2 aspects of core have been least profitable? Why?

Teaching experience	18	actual teaching in the classroom should be more than one day lessons on campus did not fit learning in the classrooms not enough time to plan worthwhile lessons feeling insecure and incapable about lessons and presentations lack of methods, procedures and experience correcting papers traveling to placement Waltham school system poor - not chosen for convenience - what are our priorities? cooperating teachers prepared for us pairing of students not good not having class entirely alone being on separate, much lower level than the teacher inhibited actual teaching
No responses	8	
Nothing	6	nothing has b een unprofitable

Category	Frequency	Comment
		The experience has been great and I got a lot out of them Everything in the classroom has been profitable - a good experience
Bus Pick Up	3	time arrangement inconvenient for some - riding 1½ hours when only 15 minutes needed
Dialogues, reactions, resources	3	writing them a pain. classroom have been exhausted; had to take resources to my school as it had nothing. Better to give reaction verbally
Class sessions	1	individual conferences are more helpful

3. OFF CAMPUS

For you, what procedure might be modified?

Category	Frequency	Comment
Teaching Experience	15	classroom experience great after working with consultants should be more days a week student should have other duties than enrichment lesson modification is needed in background of topics - don't like going into classroom cold should be another day besides Tuesday because of schedule of T.V. and movies some teachers were uneasy at our observing them - should be clear that we are to participate mini-lessons disruptive to class - did not always fit into learning at the time fewer visits by the supervisor should switch rooms with other core students for at least 1 day - see other grade levels whole class lessons and not mini

Category	Frequency	Comment
No response	13	
Weekly dialogues Reactions Resource cards	6	dialogues got boring as extremely repetitious - should be omitted busy work cards more chore than worth
Nothing	1	

4. For you, what focus or topic might be modified? How?

No responses	28	
None	1	
Mini-lesson	3	entire class rather than mini mini-lesson seems to stress games rather than teach a lesson having a specialty, fitting in a mini-lesson was too hard takes children from their work
Lesson plan	1	having to go over it with the Lesley supervisor before presenting
Dialogues, reactions, resources	1	

5. For you, what has been omitted which should be included?

Teaching methods	12	how to teach not what to teach; lesson preparation; presentation of lessons; preparation in content for specific curriculum areas. Addition of math methods and language arts methods
No response	9	
Consultants	7	scheduling, more time spent with consultants; more time to develop methods; better follow up

Category	Frequency	Comment
Discipline (2) Age Groups (4)	6	vary lessons - gearing to different age levels; have experiences with older age groups
Discussion	2	more discussions of different lessons and resources of others in Core; more opportunities for us to speak
Speakers	1	more
Miscellaneous	1	Social commentary on deficiencies in American educational system

6. If you were helping to plan next year's Core I, what suggestions would you make to the planning committee?

No response	9	
Teaching methods	6	too piecemeal methods sessions planned more carefully attention to classroom management and procedures
Consultants	6	scheduling of consultants more unified teachers work more with the consultants more time spent
Mini-lessons	3	none relevance to classroom situation don't try to plan every lesson for the students
Class time	3	time consuming
Lesson plans	3	more help in planning actual lesson
Busy work	2	eliminate busy work after every teaching experience
Speakers	2	more

Category	Frequency	Comment
Miscellaneous	3	syllabus a great help cooperating teacher understand Core and the role of the student cover some things in depth and leave others to next semester
Field Trips	1	more of them
Field Experience	1	expanded

7. If you were helping to plan Core II what 3 priorities (any ideas) would you consider? List in order. (1 - most important to 3 - less important).

First Priority	Frequency of Response	Comments
a. Actual methods of teaching: better background and content	11	How to teach and compare teaching structures in many schools
b. Classroom teaching experience: more time; more than 1 day	7	
c. No responses	3	
d. No micro-teaching: direct 8 weeks student teaching preferred	2	Putting children in front of camera not natural; getting a feeling of your work
e. Learn more about children	2	
f. More time with consultants	2	Add math consultant
g. Class attendance optional	2	
h. Look at learning situation today and importance of improving educational system	1	
i. Speakers	1	
j. Better school system to work in	1	

	First Priority	Frequency of Response	Comments
k.	Curriculum planning	1	
l.	Less class session time: lectures, discussion of experiences	1	
	Second Priority		
a.	Teaching experience	6	More days(2) ½ day (1)
b.	Lectures, speakers, workshops and field trips	5	Preparation for and how can be used
c.	Teaching methods	4	
d.	Curriculum planning	2	Less rigidity in planning lessons
e.	Classroom management: procedures	2	
f.	Less talk without relation	1	
g.	Small group activity	1	
h.	Help in lesson planning: class time	1	
i.	More ideas for teaching	1	
j.	More consultants	1	
	Third Priority		
a.	Consultants	6	How to teach; more time in small groups
b.	Fewer books to read	5	Less reading Readings(3) ?
c.	More speakers	2	
d.	Evaluation of teaching	2	More - serious consideration; individualized

First Priority	Frequency of Response	Comments
e. Discussion of actual experiences in class eliminated	1	
f. Good schools for placement	1	
g. More discussion on classroom problems	1	
h. Being able to choose own experiences to teach	1	

APPENDIX F

FACULTY EVALUATION OF CORE

At the close of the semester in May 1970 members of the Education Faculty, the General Education Faculty and the Faculty of the Schools for Children were invited to evaluate (the college experience with) the four secions of Core which had been conducted during the school year. The following memorandum was sent by the Dean of Teacher Education.

TO: Members of the faculties of Lesley College:
Education
General Education
Schools for Children

FROM: George Miller, Dean of Teacher Education

RE: Preliminary Evaluation ofthe new program in teacher education (often called Core).

We agreed last year that there would be an evaluation of our experience with the four secions of Core this year. There may be need for minor changes at this time even though it would, of course, be inappropriate to make major changes without a longer period of operation.

For this general purpose the Education Faculty has scheduled three half days of work before school closes this year. You are invited to help. The schedule follows:

Evaluation:	
What is going well?	May 8 (Friday)
What is not going well?	1:00 to 5:00 P.M.
What are the problems?	Classroom 1
What are the suggestions for improvement?	May 14 (Thursday)
Decide what the Core Program will be for next year.	1:00 to 5:00 P.M. White Hall Lounge
Staff the program for next year--who will do what	May 21 (Thursday)
Form the instructional teams	1:00 to 5:00 P.M.
Meeting of the teams.	White Hall Lounge

Notes on the discussions which were held follow.

Positive comments concerning the core included:

1. Enthusiasm for method content.
2. Enthusiasm for practice (field experience).
3. Liberal Arts faculty being used as resources.
4. Faculty in-service growth.
5. More opportunity for individual instruction.
6. Students can be seen in more varied situation at Freshman Sophomore levels.
7. Students have better basis for choosing student teacher placements later.
8. More feedback can be given through the micro-teaching.
9. Especially good for teaching fellows because of diverse involvements.
10. Students can choose a specialty area more rationally and earlier than heretofore.
11. Senior teaching fellows, as members of the instructional team, add skills and also a clearer understanding of younger women.
12. Criticisms from younger students are more sophisticated than before.
13. Students seem more flexible and creative in their planning.
14. Senior Teaching Fellows are openly accepted in schools as non-evaluating and non-threatening.
15. Teaching Fellows are worked with at a different level than most seniors and add a distinct flavor in staff differentiation.

16. Instructional teams can do more about teaching without being bound by content areas.
17. Consultant contributions have been enriching.
18. Core ideas etc. are attractive to non-Core students and faculty members.
19. Being observed by three other colleagues has been helpful to instructional team members.
20. One instructor reads more as a result of Core.
21. When consultants were involved the situation was especially rewarding.
22. Classroom time is better used now than before.
23. Having team consultation budgets was very helpful.

Negative comments and suggested improvements included:

1. Better schooling is needed; for example, there should be more time between working with consultants and going to schools.
2. More materials are needed because of increased use of our Curriculum Center.
3. There are both negative and positive aspects of schools and their impact on our students.
4. School personnel should be aware of the depth and breadth of our students' knowledge in methodology and the like.
5. Greater utilization of laboratory schools is desirable.
6. When content areas are being worked campus specialists should be brought in.
7. Expectancies for consultants should be related to their backgrounds.

8. Insufficient credit hours are given. Demands on students' time are high. This is true also for teaching fellows.
9. There is lack of standardization across different sections of Core. This is especially so with respect to the number of hours students spend in school classrooms and the amount of student follow-through.
10. Students want more field experience; good reasons were given.
11. Not fair to some to have seniors (teaching fellows) correcting other students' papers.
12. One instructor did not accomplish goals due to compressed time.
13. Morale of those not directly involved needs attention. Some feel alienated.
14. Core is oriented toward practical day-to-day needs rather than to long-term needs and perspectives.
15. Students come into Core III without adequate preparation in the Liberal Arts. They need better preparation for adequate lesson planning.
16. Sophomores need greater knowledge in Education Psychology.
17. Lack of ease with TV equipment.
18. Lack of time to develop relationship with public school personnel in Core III.
19. Teaching fellows should be reimbursed for travel expenses.

20. Students should plan ahead for consultant use and learn how to use consultant.
21. Need arts (science) elective.
22. Attendance problem.
23. There were several dissatisfactions expressed with respect to art.
    a. Students generally lack breadth in art skills.
    b. Students have not adequately made use of the art department
    c. Students are not getting the depth of experience or individual attention in art which they previously received.
    d. The importance of art is being diminished.
    e. Art methods instruction is now too fragmented.
    f. Art consultation time is not being fully realized.

APPENDIX 6

Newspaper Clippings

Partnership in Teacher Education

PATRIOT-LEDGER
QUINCY, MASS.
(E) 66,387

OCT 12 1970

New England Newsclip

New Teacher Training Program Initiated

Wellesley elementary school are cooperating with Lesley College of Cambridge on a new teacher education program.

Theory Versus Practice

Known as the Core curriculum, the program places prospective teachers in classroom situations beginning with the freshman year of college.

According to Wellesley's associate superintendent for curriculum Dr. Nick F. Muto, educators have long been concerned with the "gap between theory acquired on campus and the practice in the classroom."

The Core curriculum plans to overcome this gap by providing prospective teachers with 12 one-day-a week field experiences in the classroom during each of their first three years of college, and a full eight weeks of student teaching in the senior year.

Coordinator of the Wellesley program with Lesley college is Mrs. Sandy Cymerman, formerly a teacher at the Fiske school, who said last week that there has been a "fantastic response" to the program by the school staff.

40 Participants

Forty Lesley students are participating in the program in Wellesley, in the Schofield, Fiske, Bates, Upham, Hardy and Phillips schools. In addition some students are assigned to special education, physical education, and the library and art departments.

The Lesley students began coming to Wellesley last Wednesday and will continue every Wednesday school is in session until Jan. 13. Next Wednesday they will attend a luncheon with the Wellesley staff members involved in the program at the Phillips school cafeteria.

Most present teacher-training programs do not get the students into a classroom situation until the junior or senior years, and when they are suddenly thrust into the role of student-teacher, Mrs. Cymerman pointed out.

"Mostly learning methods are in a vacuum," Mrs. Cymerman continued, "People who are teaching education in the colleges haven't been in a classroom for many years."

Various Duties

The major object of Core is to allow the students to "get the feel" of a classroom and be comfortable in a class early in their academic career. They may simply observe the children's behavior and learning processes, or they may assist the teacher with various duties or teach short enrichment lessons.

The program benefits the individual school systems because the students can help the teachers in working with individual students or small groups. They may also assist with clerical and administrative tasks.

Influence To Future Teachers

Core also gives elementary school personnel more opportunities to influence the preparation of future teachers. School administrators and classroom teachers are encouraged to communicate their suggestions to the college personnel.

The college has four supervisors overseeing the Lesley students in Wellesley. "We are not there to sit and evaluate the students, but to facilitate the experience," Mrs. Cymerman stated.

The students, in addition to the one session week, spend two classes discussing their experiences and studying the philosophic aspects of teacher education.

The program was begun by Lesley last year on an experimental basis. This year, Wellesley is one of six greater Boston communities participating.

MINUTEMAN
BEDFORD, MASS.
WEEKLY 3,100

NOV 5 1970

New England Newsclip

Schools help in teacher ed. program

Three Bedford schools are participating in a new teacher education program developed by Lesley College.

Twenty Lesley students are spending one day a week at the Davis, Page and Center Schools in an attempt to "bridge the gap" between theories learned on campus and actual practice in the classroom.

The students observe the children's behavior and learning processes, assist the teacher with various duties and teach short enrichment lessons.

Known as the "Core curriculum," Lesley's program provides prospective teachers with 12 one-day-a-week field experiences during each of their first three years and a full eight weeks of student teaching during their senior year. Application of coursework to classroom situations is encouraged.

Each student receives instruction in educational theory and methods from a team of two Lesley faculty members and two senior teaching fellows.

THE MAKING OF A TEACHER

An introduction to the CORE curriculum of Lesley College

Those who are closely associated with elementary education know the importance of a teacher in a young child's life. Surrogate mother, guide, leader and confidante — a teacher assumes many roles and frequently is the greatest influence on a youngster outside his immediate family. For this reason, colleges of teacher education, in conjunction with local school systems, have a critical obligation: *They must prepare individuals who, on the day they graduate, are qualified to teach responsibly, sensitively and effectively.*

Yet, despite sincere dedication to this task, school administrators, parents and the young teachers themselves say that traditional programs of teacher education need much improvement. The graduate of such programs is long on theory, short on experience and often at a loss to bridge the gap.

CORE Curriculum

Lesley College's CORE curriculum was developed to provide that bridge. Introduced in 1969-70, CORE is a four-year sequential program which integrates the various philosophical and practical aspects of teacher education. The "theory" content of the program encompasses the study of human growth and development, sociological foundations of education, educational psychology and methodology in six subject areas. The "practical" or "doing" portion of the program consists of twelve one-day-a-week field experiences during each of the first three years, and a full eight weeks of student teaching for seniors.

Early association with children is perhaps the most exciting aspect of this innovative program. Starting with the first semester of the freshman year, CORE brings Lesley students into the elementary classroom to observe behavior and learning processes, assist the teacher with various duties and develop their own skills by teaching short enrichment lessons.

Advantages

The benefits are many. For the students, CORE provides opportunities to increase their understanding of children, correlate theory with practice and test out new ideas. By-products are the self-confidence and reinforcement of commitment which come only from experience.

The school systems which participate in CORE also benefit. Under the direction of the regular classroom teacher, Lesley students can give individual help, work with small groups and assist with clerical and administrative tasks. They also will prepare and teach short lessons as enrichment or as part of the regular curriculum.

Supervision

A teaching team of two faculty members, two senior teaching fellows and selected consultants provides the instruction and supervision for each class of CORE students. A member of this team is assigned to oversee each student's field experience and will visit the school two or three times during the semester.

A flexible and open-ended program, CORE seeks to give elementary school personnel more opportunities to influence the preparation of future teachers. To facilitate this participation, the Lesley teaching team works closely with

school administrators and classroom teachers and actively solicits their suggestions and insights.

An Invitation to Participate

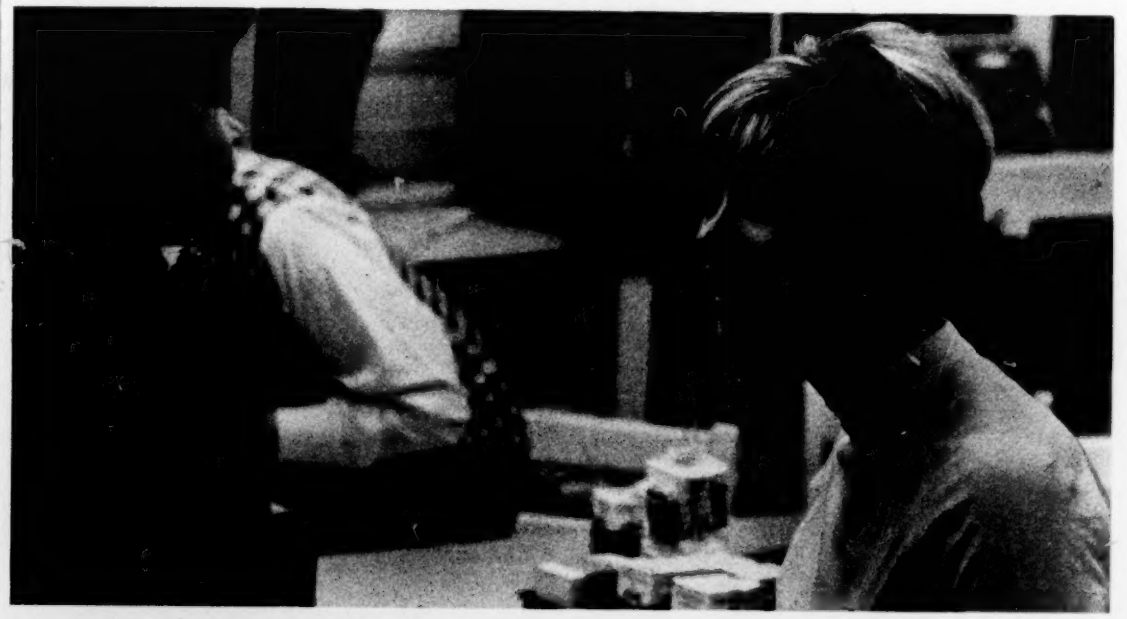
Starting this September, the Lesley College CORE Program will go into full operation. We would like you to join us in this exciting and mutually beneficial enterprise. For further information, please call Mr. Robert Lewis, Coordinator of Student Teaching, at Lesley College, 868-9600.

Lesley College
29 Everett Street
Cambridge, Mass. 02138

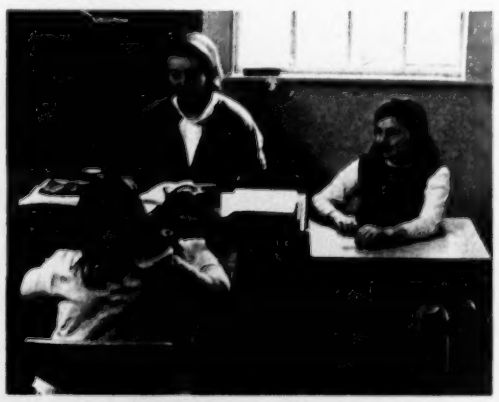
at LESLEY COLLEGE

We Learn to
Teach

We Teach to
Learn

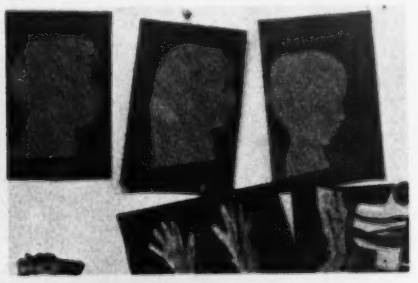


Lesley College's purpose may be stated simply: to prepare young women for professional careers as elementary school teachers through study of the liberal arts and inquiry into all aspects of the learning and teaching processes.



This objective is the basis of Lesley's three-dimensional approach. The first is the student's inquiry into and eventual mastery of her subject matter. The second is her understanding of how children learn. This, in turn, gives an additional perspective to her own learning experience. The third dimension is creating the environment or community in which optimal learning takes place.

Thus, Lesley views itself as a *laboratory for learning,* believing that every element of academic life — formal as well as informal — affects the learning process. Flexibility, freedom and openness are words often used to characterize this deliberately small institution where each student engages in intense personal exploration— of herself, her fellow students, young learners, and the specific subjects of study which she forges into the tools of her future profession.



What has developed at Lesley College is a living, evolving study of an institution which is thoughtfully pursuing the multiple questions of what is effective learning; what is effective teaching; and what is effective administration.

Lesley's role in our community is more than the preparation of teachers for today's schools. It is also dedicated to finding answers which will improve the quality of the nation's college and elementary education. To accomplish this Lesley must necessarily remain viable and innovational in its approach.

I am pleased to present our "laboratory for learning," and invite your interest in the programs and plans of Lesley College.

Don A. Orton

DON A. ORTON
President

The Job to be Done With astonishing optimism, the nation expects its schools to perform educational feats of staggering proportions. They are to inculcate values, transmit knowledge, foster attitudes, mature the young, teach them to think, and in every respect prepare them for a future whose only predictable quality is accelerating, unpredictable change. If these things are to be done well, the elementary school must be much more than a routine neighborhood institution: it must function on the very frontiers of our society. If all this be true of the school and its staff, it must be doubly true of the institution of higher education which endeavors to prepare teachers.

Lesley's Response Lesley College is dedicated to the belief that every element of academic life should be designed to contribute to the learning and teaching process. The College thinks of itself as a "laboratory for learning" and, following this concept, lays especially heavy stress on the importance of innovation. New methods of teaching and learning are constantly tried and tested in order to improve the quality of instruction. With a total faculty and student body under 800, Lesley has the flexibility and freedom to experi-

ment with learning at almost any level within its own community.

Life in an institution of higher education is much more than what goes on in the classroom. Paradoxically, it seems quite likely that much of the learning occurs outside the formal classroom. For this reason, *Lesley views the entire College as a learning environment.* Not only need student and teacher be a problem-solving team in the classroom, the structure and attitude of the whole institution must encourage the involvement and responsibility of all its members. The administration subscribes to the principle of shared decision - making, confrontation, open communication and the involvement of all those — students, faculty, residence directors, administration — affected by a decision in the entire decision-making process.

This careful attention to the "human climate," combined with the College's small size, make Lesley a unique community. The origin of ideas is as free as their interchange; the only limitation on the individual's involvement in a subject, a program, or an administrative action is her own interest in it. The Lesley human relations weekends typify this spirit. Held several times a semester, these weekends offer 10 or 12 students (and at times invited outsiders) and three or four faculty members the opportunity of leaving the ordinary routine of their lives to spend a few days at a comfortable isolated retreat. Removed thus not only physically but also emotionally and mentally from their college environment, the group members participate in a special kind of learning experience. Under skilled guidance, each individual becomes more sensitive to the roles she herself plays in a group, and learns to practice greater insight and skill in approaching others.

The Undergraduate Program While providing a comprehensive program in teacher education, the four-year undergraduate curriculum primarily reflects Lesley's conviction that a thorough grounding in the liberal arts is basic to all education. Students find that courses in the liberal arts account for three-fourths of their undergraduate study, and include the following areas: art, art history, English, economics, literature, physical education, languages, mathematics, music, philosophy, psychology, biology, physical science, philosophy of science, physiology, sociology, history, cultural anthropology, and political science.

Minor concentration areas include the social sciences, English literature, dramatic literature, teaching the mentally retarded and teaching the emotionally disturbed.

Believing the old adage that "experience is the best teacher," Lesley provides its students 16 weeks of full-time teaching experience in the public schools — eight weeks in each of the junior and senior years.

The Graduate School and Extension Division Programs of full — or part — time study leading to the degrees of Bachelor of Science in Education, Master of Education and Master of Science in Education, are offered to both men and women who are graduates of accredited institutions. Course work is especially tailored to meet the particular needs of each student. Areas of concentration are Early Childhood and Elementary Education and education for those with learning disabilities, including the emotionally disturbed and the mentally retarded. Late afternoon and evening courses are available for in-service teachers through the Extension Division.

Lesley College's Schools for Children As part of its "laboratory for learning" concept, Lesley operates three private elementary schools. The Lesley-Ellis School is a nursery and kindergarten for normal and gifted children; Carroll-Hall is for children who are mentally retarded, and the Walter F. Dearborn School is for emotionally disturbed children. These schools not only meet the special needs of the children enrolled, but also provide Lesley students and faculty with invaluable direct experience in the field of special education. Numerous programs are tested in these schools under the direction of qualified researchers, so that not only does the student gain practical experience, but the researcher has the opportunity to explore new methods of reaching the child with special gifts or problems.

SPECIAL PROGRAMS

New Dimensions in Human Relations An individual can be truly effective only by interacting fully as a person with his associates or, as in the case of teachers, with children in the classroom. Human relations training is, therefore, considered an important aspect of teacher education at Lesley. Students, faculty and staff regularly participate in human relations training programs. The purpose is to provide the opportunity for a person to apply what he has learned in terms of awareness of himself and others as individuals,

and as members of a group, when he returns to his home and daily life. For students at Lesley this means their college relationships will be enhanced and their future professional competency will be heightened by an increased sensitivity to the needs of their pupils and colleagues.

For the past several summers, Lesley College has participated in the *Higher Education Laboratory* at Bethel, Maine, sponsored by the National Training Laboratories Institute for Applied Behavioral Science. These experiences in human relations have been shared by students selected by the Student Government Association, and members of the faculty and administration.

As part of their specific instruction in teaching methodologies, Juniors are taken to an off-campus retreat for an *Education Institute*, one week of intensive human relations training designed especially to enable prospective teachers to more effectively apply and communicate their knowledge and insights to their pupils and to work more effectively with others.

During the summer of 1968, a team of students, faculty and local school teachers and administrators participated with teams from other educational institutions in a *Summer Consortium* at Bethel, Maine. Together in a laboratory setting, these representatives from Lesley, the University of Florida, the University of North Carolina, Gonzaga University and the University of Arizona, worked to develop more effective ways of teaching pupils and to gain skill in helping teacher education institutions to improve programs. After the summer training, the Lesley team and others continued to work for the improvement of teacher education in their respective colleges and local public schools.

Cooperative Project in Educational Development Lesley College has been working with seven other institutions in a cooperative study of the decision-making procedures, organizational structures, and general climate in some 15 school systems. Purpose of the project, financed by the U.S. Office of Education, is to develop a clearer understanding of factors affecting the adoption or adaptation of new ideas and innovations in educational practice. The other participants are the University of Michigan; the University of Chicago; Boston University; Teacher's College, Columbia; Yeshiva University; Newark State Teacher's College and the University of Wisconsin.

Programs in Cooperation With Harvard University Lesley's proximity to Harvard University presents an ideal opportunity for valuable interchange between the two institutions.

During 1967-68, 40 Lesley College freshmen received instruction in biology from Harvard faculty members using Harvard's classroom laboratory facilities. The science program, made possible by a Federal government grant, was particularly distinguished by the experimental use of audio-visual tape equipment, through which the instructor can see for himself, as well as illustrate for the rest of the class, skills and problems of teaching.

Other similar cooperative ventures with Harvard have included programs in the physical sciences and social studies, and the sharing of library facilities.

New England Kindergarten Conference More than 1,000 educators gather each year, under the sponsorship of Lesley College, to evaluate and discuss present-day methods of educating young children and to look at new developments in the field of early childhood education.

Match Box Project The Children's Museum of Boston has produced a remarkable topical series of instructional materials, called Materials and Activities for Teachers and Children (MATCH BOXES), which are loaned as collections to schools for use in elementary classrooms. A teacher whose class may be studying cities, for instance, may borrow the collection on "The City," and have available for pupil use a motion picture film, film strips and selected photographs relating to the subject. Under a Federal grant to the Lowell School System, Lesley College and the Children's Museum are instructing Lowell teachers in the construction and use of Match Boxes, which will become a permanent collection for the Lowell schools.

Student Teaching Centers While both the critics and the defenders of teacher education agree that student teaching is of fundamental value, the student teacher is often torn between "theoretical, impractical, Ivory Tower" views on the one hand and "cook book, practical, bureaucratic" school views on the other. When this happens, the benefits of the student teaching experience can be significantly diminished. By working with school districts to establish district schools as student teaching centers, Lesley is able to place student teachers in institutions where college instructors and school work to-

gether closely to bridge their differences. These Student Teaching Centers thus perform a valuable function for the prospective teacher, and for the classroom teachers, school administrators and college instructors who are able to share and modify their views and techniques.

Urban Education Concern for the quality of urban education is increasing rapidly among progressive colleges. Students in many places are now being taught about teaching in urban areas; at Lesley, increasing numbers of students are being provided the opportunity for extended participation in urban school systems, neighborhood houses, and other places providing community services to the inner city. Through collaborative arrangements with schools and other agencies, it is Lesley's objective to graduate teachers who have personally confronted and resolved the painful conflicts between new urban values and their own very different middle-class backgrounds.

An important aspect of Lesley's concern for education in the city is a continuing program to attract young women from the inner city, tailor their curricula to meet special needs and prepare them to return to their communities as teachers.

Facts About Lesley College

Location: *In Cambridge, Massachusetts in the vicinity of Harvard Square.*

Date of Founding: *1909.*

Character: *A private, non-denominational, non-profit four-year college devoted to the preparation of elementary school teachers.*

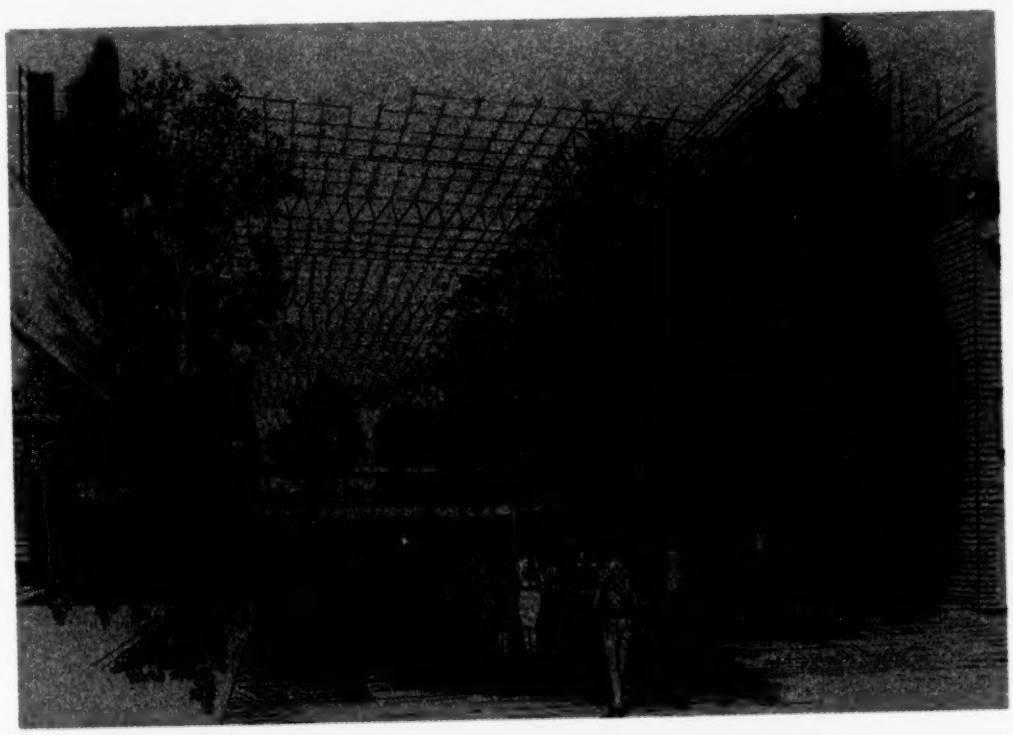
Accreditation: *New England Association of Colleges and Secondary Schools and the National Council for the Accreditation of Teacher Education.*

Academic Programs: *Four-year undergraduate program leading to the B.S. degree, for women only, and co-educational programs leading to the Master's degree.*

Student Body: *Approximately 600 full-time undergraduate students, 50 full-time graduate students, and 160 extension students. Roughly 50 per cent of the undergraduate enrollment is from Massachusetts; the remainder come from 20 other states and the Virgin Islands.*

Faculty: *The equivalent of 40 instructors engage in full-time teaching.*

Graduates: *Of the 117 seniors graduated in June, 1967, 86 per cent went to teaching assignments the following fall.*



PHYSICAL ENVIRONMENT

Lesley College is housed in 28 buildings on four acres of land in Cambridge, Massachusetts. Two buildings are of modern design, constructed for educational use. The remainder are former dwellings converted into classrooms, offices and dormitories. The present layout tends to isolate important aspects in the life of the College. Further, the need for greater utilization of space and increased classroom facilities is becoming urgent. Lesley, therefore, has planned carefully, yet boldly, for a wholly new physical environment, on its present site, which will ideally accommodate the special educational philosophy and academic programs which are the College's great strength.

URBAN ACADEMIC VILLAGE

Lesley has planned its new campus as an *Urban Academic Village — Urban* because the city represents both the richest mine of vitality and the greatest educational challenge of the 20th century; *Academic* because Lesley's dedication is to learning; a *Village* because only as an integrated community can Lesley function as a true "laboratory for learning." The principal theme of the new campus plan is derived from the concept of a village street, a form offering visibility for many diverse structures and activities without necessarily imposing any hierarchy. An equal advantage is that it will perform an organizing or centering function at the heart of the College, encouraging the greatest freedom of movement and interaction on the campus. Students will live in dormitory houses, lining both sides of the street. Buildings will be low-rise, compactly placed, rather like the famous row houses of Boston's Beacon Hill. The structures have been designed so that nearly all will contain both instructional space and living accommodations. Lower levels will be devoted to faculty offices, classrooms, and lounge and meeting areas while upper levels will contain the students' quarters, each conceived of as a social and living entity for 10 to 12 girls. The design also encourages the privacy and introspection which are necessary for integration and growth. Provisions are made for extensive study carrels in the library and quiet corners and eddies off the mainstream. The total cost of the new Urban Academic Village, as estimated in 1968, will be $12,000,000.

As Lesley builds its village, it builds as well its laboratory. The two are inseparable and complementary. The identity of the village and laboratory is more real than symbolic. For the study of learning is the study of man as he deals with his world. He must live in that world while he studies it; there is no other choice; the village is Lesley's laboratory, and its experiments are crucial.

THE CORPORATION

Dr. Frank C. Doble,
HONORARY CHAIRMAN
Belmont
President,
Doble Engineering Company

Mr. Hollis G. Gerrish,
CHAIRMAN
Cambridge
President,
Squirrel Brand Company

Mr. Harold W. Atkinson,
Cambridge
Vice President,
Cambridge Electric Light Company

Mrs. Count Basie,
St. Albans, N.Y.

Mr. Everett H. Bellows,
New York, N.Y.
Vice President,
Olin Mathieson Chemical Corporation

Dr. Ruth F. Boland,
Lesley '24,
Cambridge
Director of Pupil Services,
Cambridge Public Schools

Dr. Leland P. Bradford,
Washington, D.C.
NTL-Institute for Applied Behavioral Science

Mr. H. Gardner Bradlee,
Winchester
President,
Cambridge Trust Company

Dr. Chester L. Dawes,
Winchester
Associate Professor Emeritus,
Harvard University

Mr. Richard K. de l'Etoile,
Belmont
President,
Delbrook Engineering, Inc.

Mr. William P. Dole,
Wellesley Hills
Publisher,
Dole Publishing Co., Inc.

Mr. John H. Dyer,
Lexington
Partner, Storer, Damon & Lund

Mrs. Charles Eaton,
Lesley '29
Framingham

Mr. Robert W. Fawcett,
Duxbury
President,
Robert Fawcett & Son Company, Inc.

Mrs. Richard S. Gordon,
St. Louis, Mo.

Mr. Don S. Greer,
Winchester
President,
Greer Realty Trust

Mr. Vincent R. Herterick,
Lexington
President,
Carr Fastener Company Division
United-Carr, Inc.

Mr. Arthur G. MacKenzie,
Boston
President,
Mack Realty Company

Miss Cora E. MacKenzie,
Auburndale
Former Treasurer,
Johnson-Appleby Company

Mrs. Roland Mackenzie,
Lesley '35
Lincoln

Mr. William C. McConnell, Jr.,
Winchester
President,
Servomation of New England, Inc.

Mrs. Francis M. Mead,
Lesley '25,
Belmont
Alumnae Representative-at-Large

Mr. Joseph L. Milhender,
Brookline
President,
Milhender Distributors, Inc.

Mr. Richard D. Muzzy,
Wellesley Hills
Vice President,
Howard D. Johnson Company

Mr. Harris J. Nadley,
Wyndmoor, Pa.
Partner, C.P.A.,
Michael Nadley Company

Mr. Dexter Newton,
Westboro
Vice President,
Harvard Trust Company

Mr. Carlos M. Passalacqua,
Santurce, Puerto Rico
President,
Passalacqua & Cia, Inc.

Mr. Ervin Pietz,
Belmont
President and Chief Executive Officer,
Barry Wright Corporation

Miss Winifred M. Randall,
Lesley '48
Chelsea

Mr. Ralph L. Rose,
Great Neck, N.Y.
Director,
Photographic Society of America

Mrs. Beatrice Holt Rosenthal,
Waterford, Conn.

Miss Janet Silva,
Lesley '58,
West Roxbury
President of Alumnae Association

Dr. Irwin W. Sizer,
Lexington
Dean of the Graduate School,
Massachusetts Institute of Technology

Mr. Eliot I. Snider,
Brookline
President,
Massachusetts Lumber Company

Mrs. Roger P. Sonnabend,
Chestnut Hill

Mr. Varnum Taylor,
Dedham
Partner, Taylor, Ganson & Perrin

Mr. Andrew M. Wales,
Lincoln
President,
Brown-Wales Company

Mr. James O. Welch,
Brookline
Treasurer,
Welch Realty Company

Mr. Donald B. Wilson,
Concord
President,
A.O. Wilson Company, Inc.

Mrs. Marie B. Wolfard,
San Gabriel, Calif.

Mr. Samuel D. Wonders,
Peterborough, N.H.
Former President,
Carter's Ink Company

THE BOARD OF TRUSTFES

Mr. Samuel D. Wonders,
HONORARY CHAIRMAN

Mr. Robert W. Fawcett,
CHAIRMAN

Mrs. Roger P. Sonnabend,
VICE CHAIRMAN

Mr. Everett H. Bellows

Dr. Chester L. Dawes

Dr. Frank C. Doble

Mr. John H. Dyer

Mr. Hollis G. Gerrish

Mr. Don S. Greer

Mr. Vincent R. Herterick

Mr. William C. McConnell, Jr.

Mr. Ervin Pietz

Mr. Eliot I. Snider

Mr. Varnum Taylor

Mr. James O. Welch

Alumnae Members

Miss Janet Silva '58

Mrs. Francis M. Mead '25

Members Ex Officio

Dr. Don A. Orton,
President, Lesley College

Mr. John G. Tucker,
Treasurer

Miss Barbara C. Wickson,
Secretary

Honorary Member

Miss Harriet Amé Ellis

[redacted]